

at our local community college or at a regional university. The training for all staff is also augmented by the professional development activities outlined below. It is the job of these educators to engage the students in their work and provide individualized tutoring services.

Over the course of the academic year, all members of the staff in our supplemental services program participate in 15-20 hours of professional development. Typically, PD sessions are held every fourth week during the school year. The topics and issues in this curriculum include instruction and/or practice in:

- *Reading with Meaning*TM
- Authentic Assessment
- Student Engagement
- *Strategies that Work*TM
- “Book Walks”
- Techniques in Questioning
- Classroom Management

Technical assistance for the elements of technology-based instruction is provided by our district’s full-time Instructional Technology Specialist. He is supported by our network administrator.

Program Effectiveness

Battle Creek Public Schools has provided structured after-school programming since 1994. Formal summer instructional programs have operated for more than a decade. Literacy instruction in the elementary school setting is based on *The Learning Network*TM (TLN), an ongoing model of professional development designed to improve student learning by raising teachers’ knowledge of and facility with the teaching and learning cycle (i.e., a continuous cycle

of planning-instruction-assessment-evaluation as the basic approach to instruction). The Learning Network is a research-based approach that has been recognized as being an exemplary method of school reform by the U.S. Department of Education. Analysis of scores on objective measures of basic content skills in math and literacy showed that students whose teachers had implemented the principles of The Learning Network had significantly higher scores ($\alpha = .05$) than students whose teachers had not participated in The Learning Network. The intervention has been shown to be effective across students of various races, socioeconomic status, and urban/rural settings.

Locally, we have been gradually implementing TLN in our elementary buildings for five years. At this point all of our schools have the initiative in place, albeit at different levels of maturity.

Evaluation/Monitoring

Battle Creek Public Schools is committed to the philosophy and practice of both formative and summative evaluation. The district's Director of Assessment maintains a database of student performance information through which we will monitor and analyze the data generated through our supplemental services activities. Reports for supplemental services staff, classroom teachers, and parents will be generated every 2-4 weeks, depending on the individualized needs of the students. (NOTE: it is important to recognize that our implementation of The Learning Network necessitates assessment as an ongoing, imbedded activity. As a result, language arts data are readily available to teachers at virtually any time.) Formal assessment data for our program is obtained from three sources: